



## Town Lane Infant School

### Long Term English Plan

#### Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus Texts</b>	<b>Here We Are</b> <b>The Enormous</b> <b>Potato</b> <b>Harvest poetry</b> <b>The Bog Baby</b> <b>Health Week</b>	<b>The Naughty</b> <b>Bus</b> <b>Information</b> <b>Book – Old Toys</b> <b>Firework poems</b> <b>Dear Father</b> <b>Christmas</b>	<b>Lost and Found</b> <b>Meerkat Mail</b> <b>David</b> <b>Attenborough</b>	<b>It Started with</b> <b>a Seed</b> <b>Birds – Non-</b> <b>fiction writing</b> <b>The Last Wolf</b>	<b>Toys in Space</b> <b>Man on the</b> <b>Moon</b> <b>Non-fiction Tim</b> <b>Peake / Neil</b> <b>Armstrong</b>	<b>Lighthouse</b> <b>Keeper's Lunch</b> <b>The Snail and</b> <b>the Whale</b> <b>Non-fiction</b>
<b>Read Aloud Curriculum</b>	<i>The Squirrels That Squabbled</i> <i>The Enormous Turnip</i> <i>The World Came To My Place Today</i>	<i>The Day The Crayons Quit,</i> <i>Red crayon</i> <i>Sophia Sparks</i> <i>Variety of Christmas Texts</i>	<i>Tango Makes Three</i> <i>Dragon Loves Penguin</i> <i>The Little Penguin</i> <i>The Penguin That Wanted To Find Out.</i>	<i>The Lost Words – poem</i> <i>Tidy – Emily Gravett</i>	<i>Woman Scientists</i> <i>The Marvellous Moon Map</i> <i>Here We Are Astro Girl</i> <i>The Night The Stars Went Out</i> <i>The Spacesuit Dogs in Space</i>	<i>Storm Whale – Benji Davies</i> <i>Sally and the Limpet – Simon James</i> <i>Billy's Bucket – Kes Gray and Garry Parsons</i> <i>How does a lighthouse work?</i> <i>Roman Belyaev</i>



		Joining words and clauses using "and"	Joining words and clauses using "and"	Joining words and clauses using "and"	Joining words and clauses using "and"	Joining words and clauses using "and"
<b>Text Focus</b>	<p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Discuss what they have written with the teacher or other pupils</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Discuss what they have written with the teacher or other pupils</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Sequencing sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Re-reading what they have written to check that it makes sense</p>
<b>Punctuation Focus</b>	<p>Using a capital letter for the personal pronoun 'I'.</p> <p>Begin to punctuate sentences using a <b>capital letter and a full stop</b>.</p>	<p>Using a capital letter for names of places and the days of the week.</p> <p>Begin to punctuate sentences using a <b>capital letter and a full stop</b>,</p> <p>Question marks</p>	<p>Using a capital letter for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Begin to punctuate sentences using a <b>capital letter and a full stop</b>.</p> <p>Question marks</p>	<p>Using a capital letter for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Begin to punctuate sentences using a <b>capital letter and a full stop</b>.</p> <p>Question marks</p>	<p>Using a capital letter for names of people and the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Question marks</p> <p>Exclamation marks</p>	<p>Using a capital letter for names of people and the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Question marks</p> <p>Exclamation marks</p>
<b>Speaking and Listening</b>	<p>Participate in discussions, presentations</p> <p>Gain, maintain and monitor the interest of the listener(s)</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Participate in discussions and debates</p>	<p>Listening to and discussing a wide range of poems beyond that at which they can read independently</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Participate in role-play/improvisations</p>
<b>Handwriting</b>	<p>Begin to form lower-case letters in the correct</p>	<p>Begin to form lower-case letters in the correct</p>	<p>Form digits 0-9</p>	<p>Form capital letters</p>	<p>Understand which letters belong to which</p>	<p>Understand which letters belong to which</p>

	direction, starting and finishing in the right place	direction, starting and finishing in the right place			handwriting 'families' (ie letters that are formed in similar ways) and to practise these	handwriting 'families' (ie letters that are formed in similar ways) and to practise these
<b>Vocabulary</b>	Topic vocabulary - damp, shy, unhappy, habitat, evergreen, deciduous, season, weather	Topic Vocabulary - zoomed, darted, reflected, river, city, dull, worn, faded	Topic vocabulary – burrow, desert, harbour, ocean, predator, famous	Topic vocabulary – forest, crown, breast, seedling, environment	Topic vocabulary – astronaut, space, travel, gravity, vast, worried, nervous, unbelievable	Topic vocabulary – shimmering, gazed, pier, coast, rescue, bravery, lighthouse, structure
<b>Cross Curricular links</b>	Science – habitats	History – Toys form the past	Science – habitats / animals History – significant person  Whole school eco project based on Chester Zoo visit	Science – habitats / animals	History - space	Geography – human and physical features of the seaside  Trip to New Brighton